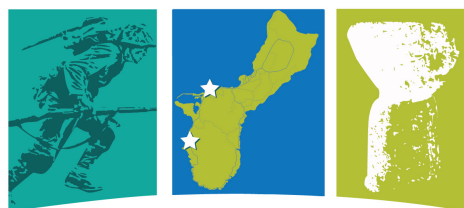


# History Methods: Teaching with Historic Places



## GUAM TEACHER —WORKSHOP—

### History Methods: Teaching with Historic Places Course Syllabus PD894

#### INSTRUCTOR OF RECORD

Joe Quinata, Chief Program Officer, Guam Preservation Trust  
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#### COURSE ASSISTANT

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<b>College (or sponsoring unit):</b>	Pacific Historic Parks / Guam Preservation Trust / National Park Service / University of Guam
<b>Credit Hours:</b>	3 CEUs (45 hours of coursework)
<b>Course Number:</b>	PD894
<b>Course Title:</b>	History Methods: Teaching with Historic Places

#### DATE / TIME / PLACE

Start Date: July 7, 2015 Tuesday	End Date: July 17, 2015 Friday
Times: 9:30 am to 3:30 pm	Location: Meet at T. Stell Newman Visitor Center in Sumay

See the Course Schedule for more details

#### INTRODUCTION / COURSE DESCRIPTION

The History Methods: Teaching with Historic Places Course will engage participants in the study of historic places as three-dimensional documents used to understand history, historical change, and continuity. School-based educators and members of the preservation communities will be brought together to forge linkages between the richness of historic places and the needs of the social studies curriculum.

#### COURSE CONTENT

This course will explore how historic places can enrich the teaching of history and the social sciences and can foster commitment to stewardship of national historic resources. The course will revolve around the following essential questions:

- What are historic places and what is being done to preserve them?
- How can historic places teach us about the past?

- How can teachers connect Guam's K-12 Standards to historical places?
- What is the Teaching with Historic Places curriculum?
- What are some models for teaching with historic places?
- How can service-learning be incorporated into teaching with historical places?
- How might teachers effectively use cultural resources in understanding historical places?
- How can teachers use technology to research historic places?
- How can teachers obtain and use primary sources for our students to better understand Guam's historic places?

### **TEXTBOOK / READING MATERIALS**

White, Charles, and Hunter, Kathleen. Teaching with Historic Places: A Curriculum Framework For Professional Training & Development of Teachers, Preservationists, and Museum and Site Interpreters. Washington DC: National Endowment for the Arts and the National Park Service, 1995.

### **RATIONALE FOR THE COURSE**

- Guam teachers will develop an appreciation for the local heritage as revealed in historic places
- Guam teachers will discuss the benefits and challenges to teaching with historic places
- Guam teachers will learn about the different World War II perspectives through the use of historic places
- Guam teachers will incorporate elements of inquiry-based teaching and learning into their curriculum
- Guam teachers will motivate their students to help protect and preserve historic places through service learning
- Guam teachers will have more means with which to engage and excite students to learn about their local history and culture
- Guam teachers will develop curriculum that employ historic places to meet the Guam K-12 Standards
- Guam teachers will encourage students to revisit and share the island's historic places with their family and friends

### **PARTICIPANT SKILLS/ BACKGROUND REQUIRED & ANTICIPATED CLASS SIZE**

The primary audience is middle and high school Social Studies and English Language Arts teachers, as well as members of the preservation communities who work closely with schools. The course will consist of no more than 30 participants.

### **TEACHING METHODOLOGIES / CLASS ENVIRONMENT**

- Field Work Sites
- Resource Lecturers
- Discussions
- Self-directed Research
- Assigned Readings
- Group Work

### **EVALUATION**

Your evaluation will be based upon:

- Participation in classroom lectures and discussions – 25%
- Attendance in field work sites – 25%
- Lesson Unit Group Assignment – 50%